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Evaluations of 2 experimental programs developed by the St. Cloud, Minnesota, school system with funds from Title III, Elementary and Secondary Education Act are given in this report. Section 1 describes the Junior High Development Center, a program designed to help students who had very low basic education skills and showed signs of becoming school dropouts, but had the potential to graduate from high school. Ten students were chosen for the experimental program and 10 students were used as a control group. Students in the experimental program spent half a day in the program and half a day in regular school classes. The experimental group scored significantly higher on a mathematics test and were rated by parents as having significantly improved behavior. There were no significant differences on class grades, reading test scores, and teacher and counselor evaluation of behavior change. Section 2 of the report describes the Special Program for the Enrichment of Educationally Deprived (SPEED), a related program developed for 7th grade students enrolling 27 students with low basic skills who were potential dropouts, and 11 special education mentally retarded students. The program was characterized by flexible programs, tutoring, small group instruction, and field trips. An evaluation indicated that the majority of students showed a general improvement in grades, school adjustment, and behavior. (Author/TL)

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FINAL EVALUATION REPORT of the Junior High Phase of A Multiphase Program for Assimilating Variant and Rural Youth into an Urban Educational Setting

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ACKNOWLEDGEMENTS

The project director wishes to give sincere thanks to a number of people who willingly gave of their time to help with the programs which are reported here.

The teachers at North and South Junior High Schools are to be congratulated for spending extra time and for being objective about evaluation procedures. They are also to be congratulated for putting up with the inconvenience of schedule changes and fluctuating class sizes. Certainly, the counselors are to be thanked for assuming additional responsibilities, and for their effort in student selection and evaluation.

Special thanks goes to Mr. Willard Murphy, Project Administrator for Title III funds, who, when things looked glum, offered encouragement, conviction, and good counsel in just the right amounts. To be sure, a special thanks goes to Mr. James Henning, Director of Special Education, who time after time gave unselfishly of his excellent advice and knowledge, without which, the programs and evaluations reported here would not have been a reality.

JUNIOR HIGH DEVELOPMENT CENTER

SUMMARY

The Junior High Development Center was designed to help students with very low basic education skills, who show definite signs of being school dropouts, but who have the potential of graduating from high school in the regular school program.

The Junior High Development Center started November 1, 1967, and continued to June 1, 1968. The students were in this classroom outside of the school building for a half day, and took science, physical education, and industrial arts or home economics in the school building the other half day.

Ten students were chosen to be in this experimental program for which several activities were planned, and ten students were chosen to be in a control group for which no special activities were planned.

To evaluate the program two groups were tested in mathematics and reading, and evaluated on ten behavior characteristics by teachers, counselors, and parents at the beginning of the program, and again at the end of the school year. In addition, the grades in science and physical education for the two groups were compared.

This evaluation showed that the experimental group had more growth, significant at the .05 level of confidence on the mathematics test than did the control group. Also, the parents of the experimental group saw an improvement in behavior, that was significantly greater at the .05 level of confidence than the change in the control group as evaluated by their parents.

There was not a significant difference in the two groups when comparing the following evaluative criteria: Class grades, reading test scores, and teacher and counselor evaluation of behavior change.

The results of the first year of the Development Center were not all favorable. However, the students in this special setting did show some academic and behavior improvements that the control group did not. With some improvements in the structure and content of the class, it is felt that the concept of the Development Center can move closer to the ideal that is being sought. The classroom will continue during the 1968-69 school year.

Included in this report is an evaluation of another program called Special Program for the Enrichment of Educationally Deprived. In this program there were twenty-seven seventh grade students who had extremely low basic skills, were not adjusting to junior high school, and showed definite signs of being serious discipline problems and school dropouts. In addition to these students were eleven special education mentally retarded students who showed signs of having more potential than they were functioning at.

Very flexible programs were worked out for these students, and with the help of an additional teacher, they were tutored, taught in very small groups, and taken on field trips. The objectives of these activities were to improve school adjustment and increase the level of basic education skills which would raise their academic grades. This program operated within the framework of the school building.

Evaluation was based upon teachers evaluation of behavior in school, and upon pre and post interviews by a school counselor.

The results showed that there was a general improvement in grades, school adjustment, and behavior for the majority of the students in this program.

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INTRODUCTION

The Junior High Development Center is designed to cope with the problems of the psychological dropout who frequently develops into an actual dropout, or all too frequently a "pushout". These students are particularly inadept at working with abstract problems, have poor self-images, and a negative attitude toward society in general and particularly dislike school. In addition, most of the students in the program were described by the psychologist, who was used as a Consultant, as being of sociopathic and psychopathic personalities.

The original plans for the Development Center was to have two classes of ten students each. One would meet in the morning and one in the afternoon. A critical problem was one of staffing the class with two qualified teachers. It was possible to hire one teacher for four hours each day in the fall of 1967. As a result, the class started with only one class of ten students for a half day. Because of the nature of the students and because of the kind of individual attention they needed, it was necessary to have two teachers in the classroom. A school counselor was relieved of his duties for half a day until January, 1968, when another half time teacher who was qualified to teach the class was hired.

Another problem regarding the starting of the class was one of space. There was not an available classroom in either North or South Junior High Schools, which is where the students were in attendance. After looking into available space in the community, the St. Cloud Recreation Department, which operates the local Civic Center, offered the use of rent free space for the entire school year. The rooms met the State Department of Education requirements as a suitable place to hold classes.

After the school year was started, it was noticed that there was an unusually high number of seventh grade students at North Junior High who were in need of the special kind of program as was spelled out in the Development Center Program. They had very low basic skills, a long record of underachievement, and had never assimilated to school. One exception of these students was that they had not developed such sophisticated sociopathic behavior as the Development Center students. They did act out in class and showed signs of being very difficult behavior problems and school dropouts. One reason why they had not become such a serious problem to the school was because they were seventh grade students who are more managable than eighth or ninth graders.

Upon seeing this pattern developing in these students who had just transferred from elementary school, a decision was made to alter a part of the Development Center concept only slightly. The seventh grade students referred to here, which numbered twenty-seven, would be kept in the school full time. A special very flexible program of tutoring, small group instruction, group guidance, and community experiences through field trips would be integrated with their regular classes. In January of 1968, it was possible to hire a teacher who was especially qualified to help these types of students. A design and activities were worked out and called, "Special Program for the Enrichment of the Educationally Deprived", and was referred to as SPEED. The second part of this report will be an evaluation of the SPEED program.

JUNIOR HIGH DEVELOPMENT CENTER

The objective of the Junior High Development Center was to provide a program for students who are pre-delinquent, potential dropouts, with anti-social behavior. It was a further objective to provide a curriculum commensurate with each student's achievement and create a classroom atmosphere that will lower their general hostility, raise their level of education skills, and prevent them from dropping out of school.

In order to understand the effect of this program, it is necessary to know something of the evaluation design.

Twenty-five students were chosen to be a part of the program. They were all students who had been in trouble of one sort or another and were considered to be potential school dropouts. These students were divided according to sex, and ranked by four counselors in order of the seriousness of their difficulty, i.e., the most serious would be ranked "one", the next serious "two", etc. Then every other student was invited to be in this special type of classroom for half a day, and in the regular school program the other half day (these were called the experimental group). This procedure was followed until ten students were in the experimental group, and the remainder of students were in the control group for which no special activity was planned. Students who were asked, and rejected the class, were dropped from the control also. There were in the end, ten students in the control group and ten in the experimental group.

There were two types of evaluation: (1) Academic, and (2) behavioral. To measure academic change, both groups were tested in mathematics and reading before the project started, (pre data), and at the end of the school year, (post data). The difference in the pre and post data was then tested to determine if the change was significant. Also, pre and post class grades for both groups was tested to determine if there was a significant difference.

The behaviorial evaluation was done by having parents, teachers, and counselors rate the students, pre and post, on ten behavior characteristics. These included cooperativeness, initiative, independence, aspiration, respect, honesty, citizenship, temperament, grooming, and self-discipline. It was felt that we were not looking for a blanket, or equal change in all characteristics, but that for some students it would be very desirable to improve in aspiration, but not too important to improve in cooperativeness. We wanted then, to ascribe varying degrees of importance to each of the ten characteristics depending upon the students' present behavior. Consequently, each of the ten characteristics were weighted from a minimum of five points to a maximum of fifty-five points. The total number of points for each child did not exceed one hundred. Actually, few of the students were weighted higher than twenty-five points on any one characteristic. If the change in the post evaluation data was significantly different than the pre data, then the weighted points were given to that student for that characteristic. The .20 level of confidence was used to determine significance.

Dr. Ronald Weitzman, Director of Evaluation Studies for the Minnesota National Laboratory, acted as a Consultant on this research design.

A copy of the evaluation form used by teachers, counselors, and also parents, is shown on the following two pages as Figure I.

FIGURE I

EVALUATION FORM

C ________

STUDENT ______________________ X ________

Behavior Characteristic										
Cooperativeness	1	2	3	4	5	6	7	8	9	10
Initiative	1	2	3	4	5	6	7	8	9	10
Independence	1	2	3	4	5	6	7	8	9	10
Level of Aspiration	1	2	3	4	5	6	7	8	9	10
Respect	1	2	3	4	5	6	7	8	9	10
Honesty	1	2	3	4	5	6	7	8	9	10
Citizenship	1	2	3	4	5	6	7	8	9	10
Temperament	1	2	3	4	5	6	7	8	9	10
Grooming	1	2	3	4	5	6	7	8	9	10
Self Discipline	1	2	3	4	5	6	7	8	9	10

Rate the student from 1 to 10 according to the way you observe his behavior. Rate 1 as very negative and undesirable behavior, and 10 as very positive desirable behavior. Please circle the appropriate number.

In looking at the behavior characteristics, please use the following guide as a point of reference:

Cooperativeness - ability to work willingly with others--with peers and teachers. To work democratically with others.

Initiative - ambition to perform tasks. To start and finish school work (work done at home) - how many times does he answer questions - hand in assignments - volunteer information.

Independence - degree of ability to do things on his own - to carry out an assignment without help or with degrees of help.

Level of Aspiration - What he sees himself as being able to do. His expectation of himself - his level of good.

Respect - Attitude toward peers and those in authority - how often does he carry out requests of a teacher (parent) How often is he critical of peers - malicious behavior.

Honesty - Open and frank - tells the truth - honest with himself.

Citizenship - Concern for others - responsibility - sense of duty and respect for others.

Temperament - Depression and elation - is he sullen and moody - even tempered or up and down.

Grooming - Usually neat and proud of appearance or seems to take pride in unkept appearance - wears clothing that would draw attention to himself.

Self-Discipline - To act according to the rules - to be orderly and obedient.

CLASSROOM ACTIVITIES

The activities in the classroom varied considerably. The academic part of the class was a core program including mathematics, English and social studies. There was a use of work sheets for skill building in mathematics. These work sheets were used one or two days a week and started at the fourth grade level where the students were able to succeed. The level of difficulty was gradually increased. This very simple and basic technique worked very well. Some of the students started games to see who could finish a work sheet the fastest while a third student acted as a referee. In the evaluation of academic improvement, the post testing showed a change significant at the .01 level of confidence. This is shown in more detail on page 15 of this report.

English and reading were done by using Science Research Associates Reading Laboratory Service, The Everyreader Series, Webster Classroom Reading Clinic, and the Magic World of Dr. Spello, all published by McGraw-Hill Book Company. The Turner Livingston Communication Series, by Fallett Publishing Company was also used. By having a variety of these materials available, it gave the students a chance to do many different things. The interest level of these students is low, and the attention span short. Consequently, variety became a necessity in the classroom.

Additional language lessons were done by having the students write plays and letters. When a play was written, it would be duplicated and the students would act it out. The person who had written the play would be in charge of the cast and gave directions as to how it was to be done. This activity was very successful. The students particularly enjoyed having their play typed up. This was something they did from start to finish entirely on their own and was a spark of creativeness, that they had not shown before. The plays also reflected the thinking of the students. Most of them were written in a way that was hostile toward society. A copy of a typical play is shown on page 11 as Figure II.

Social studies was done through group discussions, field trips, writing stories about society, and by having guests from the community in to talk with class members. One unit was on employment. Jobs and occupations were looked up in The Occupational Outlook Handbook, and then discussed. A field trip was taken to a large local business firm where they had an opportunity to observe several different jobs. Following this, a counselor from the State Employment Service visited the class to discuss job requirements. He also helped them in filling out an employment card and also gave them individual interviews.

These assignments were coordinated, as much as possible, so that one topic would include parts of the three subjects. An example of this was a unit on financial budgeting. Incomes of different occupations were looked up by the students and each had to make out a monthly budget. A trip was taken to a local auto dealer to find out the cost of buying a car on time, including interest rates. This expense was included in the budget. The financial budgeting unit then, included some mathematics, English, and social studies.

One other activity that was done periodically was art. There was no instruction in art, instead the students were allowed to draw what they wanted to. All drawings and paintings were displayed. Leather tooling kits were also purchased and a number of billfolds, small purses, key holders, and belts were made. This activity was successful in that it gave the students something to do on their own. It was a rather easy activity, yet very rewarding because they could make an object for themselves or a gift for a member of their family. One of the things these young people cannot do is work independently. The leather work gave them practice in doing this.

Figures III and IV, on pages 13 and 14 show other examples of the work the students did in the Development Center.

FIGURE II

CHOPPER CHUMPS

Characters

Mouse - Jeff	Oscar - Ron
Chickey - Mrs. S.	Babe - Diane
Fatso - Alan	Ltn. Branigan - Dave
Narrater - Jim	

Scene I - It starts out when the guys start arguing over who has the best chopper in the bunch.

Oscar - Look man my chopper will take yours and I'll have Babe on back.

Fatso - All you guys are all crazy, my bike'll wipe you out.

Babe - Oh Fatso, I could out run your's with all your weight on it.

Mouse - Hey! man! I could beat you with my little scooter instead of my chopper.

Fatso - Drag ya Man!

Oscar - C'mon! mouse do it, you can take it.

Scene II - Their on the old highway, trottles wide open, ready to go.

Oscar - All right guys, I'll give a blast when it's time to split.

Mouse - C'mon Fatso, you'll never get it off the ground.

Fatso - Look bones, if I want any stuff out of you, I'll squeeze your head.

Mouse - Hey Fatso, is that the gas tank on your bike or your pot belly hanging over your belt?

Fatso - That did it, I ain't draggen you, ya Minnie Mouse.

Oscar - Look we didn't come to the fair grounds for nothing.

Babe - Ya Fatso, Ya big brute.

Chickey - Ya get the heck out of here ya big chicken.

Scene III - Along comes a strange man (an old guy).

Ltn. Branigen - You guys all get the heck out of here.

Mouse - Who do you think you are, King Kool???

Ltn. Branigen - Officer Branigen is the name, 1st Precinct.
What's your name wise guy?

Mouse - Peter Pan, ya stupid flat headed fuse.

Ltn. Branigen - Look I could pin you guys with speeding and insulting
an officer of the law.

Oscar - Go ahead fuzzy face, who cares.

Narrater - As they start their choppers, they begin talking.

Oscar - You cops are all so dumb, you don't know your way home
at night!

Ltn. Branigen - You get out of here fast or else!

Mouse - Ah, tickle my chin fuzzy face.

Narrater - As they take off they decide to play with him a little bit
like about ninety mph.

Oscar - C'mon. mouse, let's show him who's king of the road.

Fatso - Let's play ring around the cop car.

Narrater - Now they're along side the cop, yelling at each other--clipping
along about ninety mph.

Oscar - Drag copper?

Narrater - As they come to a bend in the road, one side has a steep cliff
going down. As the cop hits his brakes with Fatso on his bumper,
fatso goes through the rear window and they both go over the cliff.

Babe - Oh my God! Oscar - look what we did!

Oscar - I'll say.

Mouse - Let's get the heck out of here.

Chickey - Yea. Let's split before they pin something on us.

THE END

FIGURE III

An English and Social Studies Assignment

"RESPECT"

I would think it would mean the feelings, the attitude, and actions toward other people. It could be toward the law, parents, yourself, teachers, eldors, rules, races, and the feelings of others. There should be a great deal of respect in the world, just the word is taking advantage of!

A girl wants so much respect from a boy, that if the boy only swears, it's a sign of no respect for her at all. We, in this world, expect respect!!! I suppose boys expect the same from a girl, but I think girls don't do as much disrespectful things as some boys do!

We should all respect our "Senior Citizens", because after all, they were here before us, and they gave us ideas about the future, and things we can look forward for!

We should all respect races. We are a race. Look at all the Negroes and other races, that call us "Whiteys". Sure, it might not bother us; but it does bother them to know we have no respect, none whatsoever to call them "niggers, darkies, Jigs, coffee drops, etc." That's one sign in the world that there is hardly any respect left, and is fading away for our community.

There's teachers also; we all, and I mean all of us should respect them. They know what's best for you. They work hard on their own part, to help us learn things about the world. We should respect this very much!

FIGURE IV

A Social Studies Assignment

Problems with our American Society:

I Racial disagreements
  A. Where white and blacks should go
    1. Where they should eat
    2. Where they should stay
    3. Where they should go to school

II. Slums
    1. Building projects
    2. Clean up old places in big cities

III. Jobs
    1. White and blacks working together
    2. More jobs for everyone
    3. More skilled workers
    4. Not enough jobs

IV. Population
    1. Too many people

EVALUATION OF ACADEMIC CHANGE

The Adult Basic Learning Examination, (ABLE), was used to determine a change in reading grade level, and mathematics grade level.[3] Each student in the control and experimental groups took Form A, of the ABLE test when the program started, and Form B, of the ABLE test at the end of the school year. Four of the experimental students were placed back in the regular school program because of severe problems they were causing at the Development Center, and one student was added. This left complete data on seven students for the experimental group.

Of the ten students in the control group, who were given Form A, of the ABLE test, three are no longer in school, one refused to take Form B, and it was not possible to schedule testing for one. This left five students with complete test data in the control group.

Able Test

Table I, on the following page, shows the results of the pre and post testing. It shows that for the mathematics testing there was a mean increase of one and four tenths grade levels for the experimental group, and a mean increase of one half of a grade level for the control group. This difference between the two groups was significant at the .05 level of confidence.

Table I also shows that for the reading test, the experimental group scored one tenth of a grade level lower in the post testing than in the pre testing, and the control group scored two tenths of a grade level lower in the post than the pre testing, (1. pp. 19, 474-479).

TABLE I

Described below are differences in pre and post scores for reading and mathematics grade levels as tested by the Adult Basic Learning Examination:

	Experimental	Control	
Subject	Mean Grade Level Diff. for Group	Mean Grade Level Diff. for Group	T Score
Math	1.4	.5	2.744*
Reading	-.1	-.2	.0389

*Significant at the .05 level of confidence

It is interesting to note that the mathematics and reading scores for both groups moved in the same direction. That is, the math scores for both groups increased, while the reading scores decreased. It is impossible to determine why this happened. It is especially difficult to explain why both groups received lower reading scores. One possible explanation is that there really was a decrease in reading skill in the seven months between the testing. In observing other standardized achievement test data, one does see some lower scores on later tests.

Evaluation of Academic Grades

To determine if there were significant differences between the groups in academic grades, the data for both groups was pooled and a "t test" was run to determine significance. Since the experimental group was in the regular school program for only a half day, the only common subjects both groups had on which a comparison could be made was science and physical education. To get this comparison, the grade point average was determined for each student after one quarters work, when the Opportunity Center class started, and again at the end of the school year. The differences in the grades for two groups was then tested. An A was given a point value of eleven, an A- a point value of ten, a B+ a point value of nine, etc., down to F, which had a point value of zero. This made allowance for plus and minus grades which were numerous. Thus, a one point difference in a grade value would mean that a student went up or down one half grade. Table II, below, shows the results of the comparison between the two groups.

TABLE II

Described below are the differences in the pre and post grades in Science, and physical education for the control and experimental groups:

	Experimental	Control	
Subject	Mean Diff. in Grades for the Group	Mean Diff. in Grades for the Group	T Score
Science	-.7	-.6	.148
Phy. Ed.	.3	-.7	.553

Table II shows the mean difference in pre and post grades for each group. The only increase in grades was .3, or less than one half of a grade for the experimental students in physical education. Science, for both groups, showed less than a half grade decrease, as did physical education for the control group. Table II also shows that the differences between the two groups was not significant at the .05 level of confidence as determined by the "t test", (1. pp. 121, 385).

EVALUATION OF BEHAVIORAL CHANGE

As was mentioned earlier, each student was evaluated by teachers, parents, and counselors on a rating scale, which is shown in Figure I on page 6 . If the post rating was significantly higher than the pre rating, as measured by a "t test", the student received the weighted points, (1. p. 381).

Table III, on the following page, shows the post rating by teachers, (T), counselors, (C), and parents, (P), that were significantly higher than the pre rating. Scores that changed significantly at the .20 level of confidence are shown by an asterisk, and changes in scores that are not significant are left blank. Students one through seven are in the experimental group, and students eight through fourteen are in the control group.

It was not possible to schedule post evaluation interviews with two parents, one whose child was in the control group, and one whose child was in the experimental group. The spaces for these evaluations are shown by

TABLE III

Significant Pre To Post Differences In Scores On Ten Behavior Characteristics
As Rated By Teachers, (T), Counselors, (C), and Parents, (P)

Student	Coop.			Initiative			Indepen.			Aspirat.			Respect			Honesty			Citiz.			Temper			Groom			Self Disc.			Total Significance For Group
	T	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T	C	P	
1									*																						
2			/	*		/		*	/			/			/		*	/			/			/			/			/	
3		*	*	*	*	*	*	*				*		*	*			*		*	*		*		*						
4		*					*				*			*						*			*						*		
5												*			*					*	*									*	
6															*																
7		*				*		*	*						*								*	*							
Total Sig. Difference	0	3	1	2	1	2	2	3	2	0	1	2	0	2	4	0	1	1	0	3	2	0	3	1	1	0	0	0	1	1	39
8										*																					
9					*										*																
10																							*								
11										*							*								*			*			
12			/			/		*	/		*	/			/		*	/			/		*	/			/		*	/	
13																															
14	*			*				*			*		*	*									*		*	*			*		
Total Sig. Differences	1	0	0	1	1	0	0	2	0	2	2	0	1	1	1	0	2	0	0	0	0	0	3	0	2	1	0	1	2	0	23

*Significant at .20 level of confidence

/No post evaluation

a slash mark, (/).

Table III shows that for the teacher, (T), counselor, (C), and parent (P), ratings, there were 39 significant changes for the experimental group, and 23 significant changes for the control group. A closer look shows that teachers saw significant changes in behavior in 4 characteristics for the experimental group, and 10 for the control. Counselors saw 18 significant changes for the experimental and 10 for the control. The biggest difference in rating was the way parents saw their children. Parents of the experimental group saw significant differences in 17 characteristics, while parents of the control group saw only one characteristic that was significantly different.

The characteristic with the greatest number of significant changes was independence for the control group with 7 changes. Each of the three ratings T, C, P, noted changes with the most consistency. The largest number of significant changes for any one rating group was respect, as reported by parents of the experimental group. Four of the six parents rated their children significantly higher in that characteristic.

It is interesting to note that the greatest number of significant changes for both groups, 18 for the experimental and 12 for the control, was recorded by the students counselor. Also, teachers saw students in the control group, 10, as making more gains than students in the experimental group, 4.

Table III shows primarily a comparison of ratings for individual students in the experimental and control groups. An additional comparison was made between the two groups by separating the teacher, counselor, and parent evaluations and using the composite-rank method of the sign-rank test of differences, (2. pp. 252, 554). Table IV, below, shows the results of that comparison.

Teachers		Counselors		Parents	
Exp.	Control	Exp.	Control	Exp.	Control
Σ=45	Σ=52	Σ=59	Σ=46	Σ=68.5*	Σ=36.5*

*Significant difference at .05 level of confidence.

Table IV shows that teachers saw a greater gain for students in the control group then in the experimental group, but the difference was not significant. Counselors saw a greater gain for the experimental group, but that difference was also not significant. Parents of the experimental group saw a gain in behavior that was significantly different, at the .05 level of confidence, than parents of the control group did.

CONCLUSIONS

The following conclusions are based upon the comparison of the two groups as shown by the evaluation of academic and behavior change:

1. The experimental group showed more gains than the control group.

2. There was an increase in math scores on the ABLE test for the experimental group that was significantly greater, at the .05 level of confidence, than the control group.

3. There was not a significant difference in academic grades between the experimental and control groups.

4. There was not a significant difference in the change of reading grade level for the experimental group when compared to the control group.

5. There were more significant improvements in behavior characteristics for the experimental group, 39, than for the control group, 23.

6. The counselors saw more significant gains in behavior for both groups combined than the teachers or parents did.

7. The counselors saw more gains in the behavior evaluation for the experimental group than for the control group, but not sufficient enough to be significant.

8. The teachers saw more gains in the behavior evaluation for the control group than for the experimental group, but not sufficiently different to be significant.

9. The parents evaluation of behavior showed, at the .05 level of confidence, significantly greater gains for the experimental group than for the control group.

ADDITIONAL OBSERVATIONS

In addition to the statistical evaluations of academic and behavior changes, it is possible to see some other changes in the two groups based upon observation and feeling.

One thing that stands out in making a comparison between the two groups, is that of the eleven students involved in the experimental group during the year, all of them completed their school grade. Of the ten students who were in the control group, one dropped out of school, and two were removed from school by the court but did complete their grade at a juvenile training school.

The students who were removed from the class for discipline reasons were interviewed by a school psychologist to try and determine why they behaved as they did, and what their real feelings were about the class and the approach that was used. The following is part of the interview of one of these students:

> What was the schedule? A completely different way of learning. Instead of doing homework of any kind, we did things in the class. There was more than one teacher most of the time because we need more help than alot of kids. (Impression: These kids either believe it themselves or they pretend to believe that they are weak and that they need help desperately. This was a theme all of them showed. They liked to say how bad off they are.)
>
> What did you like about it? Change of atmosphere...I was catching on to my studies a lot more. Especially while I was there. It was helping me a lot. I like the plays...kinda fun.
>
> Why do you feel it helped you? They take it real gradual...real slow. Not like a regular school. Two teachers instead of one...give you special attention. The main thing is more teachers. Slow and gradual...lots more patience.
>
> How were the teachers different? They were more calm and easy with you than in the regular class.

What was your mother's opinion of this? She thinks it would help me a lot. I could do my math a little better while I was there. I was a better kid. How were you a better kid? More beginning to have a mind of my own...could take care of more things myself. I tried things on my own.

Did you ever have a good teacher? A real nice guy and he didn't fake it at all...I'll admit it, I don't try too hard, cause I just can't understand it. I'll flunk or get kicked out for not trying.

The school psychologist visited this classroom two times and had considerable contact with members of the class on an individual basis. Because he was not involved in the design of the class or any additional evaluation, his observations, which follow below, are quite objective:

> Being around these kids is very hard on teachers, counselors, parents, anybody. They get to you. One thing the opportunity class has done, and there is no denying this, is to get these kids out of the classes where they were damaging. Such kids are really destructive to the school, to their classroom teachers, and to other students. The opportunity classroom was at absolute rock-bottom worst, custodial. It kept the kids out of someone else's hair. If time heals such kids as these--and perhaps it sometimes does--having them in this class is keeping them from getting worse until time has a chance to heal them.
>
> I personally think the class as it was run when I saw it was valuable, and helped kids very much. The kids in the class, particularly the four boys I knew, did like the class, and the ones who had been kicked out whom I saw did like the class. If they didn't like the class, we would not be able to get anywhere at all. It is not a goof-off class--they did work, and undoubtedly did more than they would have in regular class.*

This classroom was of some benefit to the students who were in it. As was alluded to earlier, there were not sweeping changes in behavior or academic growth. There were, however, enough positive things about the class to suggest that the approach to these students is a sound one and should be continued with some refinements. Some of the changes in the class for the 1968-69 school year will be:

---

*Dillard Eubank, School Psychologist, May, 1968.

1. A full time teacher to coordinate two classes of ten students. Each class will have, in addition to the coordinator, one certified teacher to carry out more individual help.
2. The majority of the students will be in the seventh and eighth grades. This will allow for more follow-up in the junior high school. Also, younger students appear to be more pliable and show greater progress.
3. There will be a much greater supply of remedial and resource materials.
4. The parents of these students will become more involved in the class. There will be more home visits by the teacher, and parent visits to the class.
5. There will be a greater use of field trips to provide community awareness.
6. There will be considerably more communication with the regular school teachers to coordinate the two curriculums.

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SPECIAL PROGRAM FOR THE ENRICHMENT OF EDUCATIONALLY DEPRIVED

INTRODUCTION

A supplemental special education project referred to as SPEED (Special Program for the Enrichment of the Educationally Deprived) was introduced at North Junior High School, St. Cloud, Minnesota in January, 1968. Through the addition of a staff member, an attempt was made to give the slow learners at seventh grade level and the special education students intense individualized instruction.

The objectives of this program were to improve the student's self-concepts, to instill a positive attitude toward school, to teach the student socially acceptable behavior, and to increase his cultural experiences. These objectives were to be achieved by the following activities:

1. Providing meaningful learning experiences for the student
2. Providing greater variety and technique in an effort to actively involve the student in the learning process
3. Encouraging greater responsibility on the part of the student
4. Creating a positive attitude toward learning
5. Allowing for individual needs and differences
6. Providing for increased participation and interaction on the part of the student
7. Giving students a greater opportunity to verbally express themselves and analyze situations of interest to them.
8. Attempting to teach the student socially acceptable behavior and develop wholesome attitudes which are necessary in our complex society

The program took effect January 8, 1968. The new staff member observed the slow sections and the special education classes for a period of two weeks.

During that time a tentative schedule was developed. Of primary importance is the flexibility of the schedule. Students were shifted from one teacher to another depending upon the students daily needs. The students enjoyed seeing several different teachers.

There were five instructors directly involved plus the new staff member and the special education teacher, who was appointed coordinator and resource director for SPEED. These teachers adjusted their schedules to accommodate the program. Students were recommended for this program by their instructors. The slow sections involved are in the academic areas - math, social studies, science, and English. The classroom teachers were asked to determine how the new staff member could best assist them in working with the slow learners. Four approaches to helping these slow learners were: 1) Taking students who need remedial help out of the classroom and working with them in another room in the subject area; 2) taking students who do not benefit from subject content out of the classroom and working with them in areas of high interest disregarding subject matter; 3) a team teaching effort; or 4) a combination of these.

Several organizational meetings which included the five instructors, the new staff member, the coordinator, the Assistant Principal, and the Director of Curriculum were held during the month of January. It was at these meetings that goals were discussed and preliminary steps taken to form the program. The Assistant Principal, new staff member, and coordinator, also met with the Director of Title III Programs to decide what evaluative measures would be employed.

One specific goal of SPEED is that of integrating the special education, mentally retarded students, with those in the slow sections. This was accomplished to some degree by taking the two groups on field trips together. There were cases arising where a student from special education who is advancing well in a particular subject was taken from the special education class for one hour and placed in a small group with the new staff member.

The new staff member assisted the coordinator of SPEED by taking over his special education classes four hours each week thereby freeing him of some classroom duties so he could order materials for the program. Because of his background, he was especially qualified to do this.

The school counselors and home liaison director have been included in an attempt to consider and deal with the student as a whole rather than just being concerned about his performance in one fifty minute class session. Psychological reports have been made available on many of the students. This provided valuable insight into some of the problems and behavioral patterns of these students. Group guidance activities were also included for this group of students. Parents of these children were contacted regarding the program and were informed of the change in curriculum. All of the parents were enthusiastic about this special opportunity for their children. It should be noted that the salary of the new staff member was funded through the project. However, the additional tasks of teachers and counselors was assumed by them with no additional federal funding.

EVALUATION PROCEDURES

Two criteria were used to determine the effectiveness of this program. The classroom teachers rated the students on nine behavior characteristics in January, and again in May. The purpose of this rating was to ascertain if there was any change in the students' classroom behavior. Also, the seventh grade counselor interviewed each student directly involved in this program in January, and again in May. The purpose here was to determine if there had been a change in social and academic adjustment. There was no control group for this project.

EVALUATION

There were thirty-eight seventh grade students in the SPEED Program. Of this number, twenty-seven were very low achievers, exhibited anti-school and withdrawn behavior, and were considered to be potential school dropouts. Eleven of the thirty-eight were classified as mentally retarded and were in the schools' special education classroom.

The range of I.Q. scores of the twenty-seven low achieving students, as tested by the Lorge-Thorndike Intelligence Test, was 70 to 105, with a mean I.Q. of 86. The range in reading grade level was 3.7 to 8.0, with a mean grade level score of 5.4, as tested by the Iowa Test of Basic Skills.

The eleven special education students had a range in I.Q. scores from 62 to 79, as tested by the Wechsler Intelligence Scale for Children. The mean I.Q. for the group was 71. The range in reading grade level was 3.7 to 6.0, with a mean grade level of 4.7, as tested by the Iowa Test of Basic Skills.

TEACHER RATING SCALE

As it was previously mentioned, the teachers at North Junior High School rated the students on nine behavior characteristics in January, and again in May. Characteristics such as initiative, assimilation to school, and acceptance by others are things which teachers can observe in the classroom, and is one way to determine whether the special attention they received produced a change in classroom behavior. A copy of the rating scale is shown on pages 33 and 34.

Of the thirty-eight students in the program, there was incomplete data on the teacher rating scale for six of them, leaving teacher ratings for thirty-two students. One of the purposes of the program was to determine the effect of integrating a selected number of educable mentally retarded special education students into the group of low achievers and potential dropouts.

These eleven students are included in the total number, but will be referred to separately from the remaining twenty-one students being evaluated by the teachers.

Table I on page 35 shows the changes in behavior as rated by the teachers for the group of twenty-one low achieving students. Column one shows the average increase in rating by all of the teachers for the entire group on each characteristic. Each increase in points is a mean change for the entire group, i.e., for temperament the mean increase for the group was one and one tenths points, for initiative the mean increase was one and three tenths points, etc.

It can be seen from Table I, that while some students had decreases in ratings by teachers, as shown in the last column, the mean scores for the group all showed increases. While there is not a great change for the group from January to May, the pattern is one of improvement. There were seven times more increases in points given to students by teachers, 104, as decreases in points, 15, and fifty percent more increases in ratings by teachers, than ratings which indicated no change, 71.

Table II, which follows Table I, shows the same general pattern of improved behavior for the eleven selected special education students. This rating was done entirely by the special education teacher. The number of increases in rating more than doubled the decreases. Columns one and two show that there was an overall increase in each behavior characteristic except personal appearance which showed a very slight decrease.

FIGURE I

TEACHER EVALUATION
North Junior High School

SUPPLEMENTAL SPECIAL EDUCATION PROJECT

PRE_____ POST_____ DATE___________

NAME______________________GRADE_____SPEC.__________REG.___________

Temperament	1	2	3	4	5	6	7	8	9	10
Initiative	1	2	3	4	5	6	7	8	9	10
Cooperativeness	1	2	3	4	5	6	7	8	9	10
Independence	1	2	3	4	5	6	7	8	9	10
Citizenship	1	2	3	4	5	6	7	8	9	10
Personal appearance	1	2	3	4	5	6	7	8	9	10
Courtesy	1	2	3	4	5	6	7	8	9	10
Assimilation to school	1	2	3	4	5	6	7	8	9	10
Acceptance by others	1	2	3	4	5	6	7	8	9	10

Rate the student from 1 to 10 according to the way you observe his behavior:

Rate 1 as very negative and undesirable behavior, and 10 as very positive desirable behavior. Please circle the appropriate number.

In looking at the behavior characteristics, please use the following guide as a point of reference:

Temperament - depression and elation - is he sullen and moody - even tempered or up and down.

Initiative - ambition to perform tasks - to start and finish school work - how many times does he volunteer information - hand in assignments.

(Teacher Evaluation Cont.)

Cooperativeness - ability to work willingly with others - with peers and teachers - to work democratically with others.

Independence - degree of ability to do things on his own - to carry out an assignment without help or with degrees of help.

Citizenship - concern for others - responsibility - sense of duty and respect for others.

Personal appearance - usually neat and proud of appearance - or seems to take pride in unkept appearance - wear clothing that would draw attention to himself.

Courtesy - politeness to teacher and students - concern for others feelings.

Assimilation to school - does he feel comfortable in school - or is he withdrawn when normal school situations come up - does he get involved - or is he awkward in school situations. Awareness of self-problems.

Acceptance by others - is he scorned by others - teased and rejected - do others act friendly toward him.

Please add any information you feel is pertinent and not covered in the rating scale.

TABLE I

CHANGES IN BEHAVIOR FOR THE GROUP OF TWENTY-ONE STUDENTS, AS RATED BY THE TEACHERS IN JAN. AND AGAIN IN MAY

Characteristic	Average Increase In Points	Average Decrease In Points	No Change In Points	Number of Increases	Number of Decreases
Temperament	1.1	0	10	11	0
Initiative	1.3	0	9	11	1
Cooperativeness	1.4	0	8	12	1
Independence	.9	0	4	14	3
Citizenship	1.2	0	6	13	2
Personal Appearance	.7	0	11	9	2
Courtesy	1.2	0	8	11	2
Assimilation To School	.7	0	6	12	3
Acceptance By Others	1.0	0	9	11	1
TOTAL MEAN for the Group	1.06	0			
TOTAL for the Group			71	104	15

TABLE II

CHANGES IN BEHAVIOR FOR THE GROUP OF ELEVEN SPECIAL EDUCATION STUDENTS - AS RATED BY THE TEACHER IN JANUARY, AND AGAIN IN MAY

Characteristic	Average Increase In Points	Average Decrease In Points	No Change In Points	Number of Increases	Number of Decreases
Temperament	1.4	0	1	6	4
Initiative	1.1	0	3	6	2
Cooperativeness	1.5	0	6	4	1
Independence	1.7	0	2	6	3
Citizenship	2.0	0	4	7	0
Personal Appearance	0	.01	2	4	5
Courtesy	1.3	0	5	5	1
Assimilation To School	1.1	0	1	6	4
Acceptance By Others	1.2	0	4	5	2
TOTAL MEAN for the Group	1.26	.001			
TOTAL for the Group			28	46	21

The Special Education teacher felt that it was helpful to integrate selected students with the regular students within the special education framework. Special education students are normally in some regular classes, but this additional experience helped to make these students more a part of the full school program.

The teachers and the project director were concerned about the validity of such a self-made and previously untested rating scale. Certainly there are limitations to using such a device including the lack of standardization and personal bias. However, the rating scale does give an indication regarding observable behavior by the teachers on characteristics which would show how a student is progressing in school, and how he is maturing.

The developmental pattern for students with academic and social backgrounds, as these have, is one of deterioration as they get older. They become farther behind academically, become less involved in school affairs, and show negative acting out behavior. The teacher rating in January, and again in May, indicates that for both groups shown, this general deterioration has not happened. That instead, these students have shown a slight improvement over a five month period when they have had a very flexible program of tutoring, small group instruction, group guidance, and field trip experiences.

COUNSELOR INTERVIEWS

The teacher rating, reported above, showed some changes in individuals such as the number of students who showed increases or decreases in rating scores. It was, however, primarily an evaluation of change for the entire group. Counselor interviews for each of the students in January, when the program started, and again in May, at the end of the school year, will show individually how students were getting along and how they reacted to the special program. Again, there is concern about this subjective method of evaluating student change. Certainly, a counselor's enthusiasm for a student can reflect improvement that is not really there. The counselor was aware of these limitations, and made every effort to be as objective as possible.

There is complete data on all thirty-eight of the students in the program. This includes twenty-seven of the educationally deprived students and eleven of the selected educable mentally retarded students. Table III, on page 40 , summarizes the counselor interviews for each student. A report was written following each interview in January. After the May interview, and after observing the student's report card and socialization, another report was written which indicated what progress or lack of it, there had been. The counselor attempted to evaluate the overall change in a student, not on individual characteristics as the rating scale had done. In Table III, each student was given a number. Both counselor reports for each student were gone over to determine if there had been progress or regression academically and socially, or if there had been no change in the students behavior.

As evaluated by the counselor, student number fourteen regressed academically as did student number thirty-three. Students eighteen, thirty-three and thirty-four regressed socially, and in student nineteen, there was no change. In all of the other students, the counselor felt there was an overall improvement in the way they were getting along in school. Only one student, number thirty-three, was doing worse in both categories. Student number thirty-four was the only special education student who showed regression.

Academic progress was reflected in higher grades for a student. There were some students who did not progress in every subject, or whose grades were lower in one or two subjects, but the overall average was higher. Social progress was reflected in a student having more friends, being happier about school, or not being rejected to the degree that he previously was.

The counselor doing the interviewing reports that individually and collectively these students, with the few exceptions noted, were getting along in school better in May than they were in January. In addition, the counselor felt that the increased attention through a number of special activities made the students more successful in school and consequently they felt better about themselves. The students have at least some degree of increased confidence in themselves and they are better able to participate in school functions which has resulted in more socializing and consequently more friends. This seems like an over-simplified explanation of what has happened, especially considering the lack of standardization that the evaluative criteria is based upon. Still, this is the observation of the counselors and teachers who have been working with these students very closely, for a period of five months. Again,

TABLE III

COUNSELOR INTERVIEWS

Students	Progressed Academically	Progressed Socially	No Change	Regressed Socially	Regressed Academically
1	1	1			
2	2	2			
3	3				
4	4	4			
5	5	5			
6	6	6			
7	7	7			
8	8	8			
9	9	9			
10		10			
11	11	11			
12	12	12			
13		13			
14					14
15	15	15			
16	16	16			
17	17	17			
18	18			18	
19			19		
20		20			
21	21				
22	22	22			
23	23	23			
24	24	24			
25	25	25			
26	26	26			
27		27			
28	28	28			
29	29	29			
30		30			
31	31	31			
32	32	32			
33				33	33
34				34	
35	35	35			
36		36			
37	37	37			
38	38	38			

there has not been a complete transformation of these thirty-eight students, but there has been a general improvement, where in the past a deterioration in these types of students has been observed.

The two counselor reports as seen on pages 42-44, give examples of how the students were interviewed. Report Number I shows a student who has made progress. Report Number II shows one of the few students who has regressed. The names of the students have been changed.

FIGURE II

EXAMPLE OF COUNSELOR INTERVIEW

Report Number I

January, 1968

James Smith was frightened when he entered North last fall and embarrassed when he got into the wrong classroom which happened often. He liked his program better than the one he had had at Bryant and expected to do better scholastically than he had there. His folks felt he could do better than C work, and told him he could at least earn B. James felt that he should do this, and is frustrated because he is unable to meet their demands. James appears to be pressured by this in all his classes, but particularly in science where he finds the work hardest.

The three close friends James had at Bryant remain his pals here. They spend a lot of time together outside of school hours.

Since September James has complained of eye trouble and has had no medical relief to date. Under school stress, he did see a doctor who diagnosed a myopic condition but James said his parents told him he couldn't participate in athletics (which he loves) if he wore glasses, and none have been secured for him. This bothers James a lot and he attributes his low achievement, partially, to this. He also feels he might be able to do better if he could get reading help.

James has lots of difficulty in getting along with his peers, particularly in the halls and open areas. He feels he's badgered and needled by older students but has trouble recognizing his provocation of these actions.

James gets his own breakfast, when he has time, as his mother frequently sleeps until noon. When he misses breakfast, it's hard for him to concentrate or settle down, he claims. This home pattern continues.

May, 1968

Attitude and controlwise, James had made tremendous strides with this one-to-one relationship. He's been involved in fewer skirmishes and is making some judgments of his own actions. He is less impulsive and more considerate of his peers.

James thinks his greatest improvement has come in math where he was doing failing work and this quarter will achieve a C. He's also improved in social studies and English. Though he has come from an F to a D in science, he's still apprehensive about failing the final examination in the course.

The family may build in South's district and James is uneasy about this as he feels he's had so much more help here and has made a lot of friends that he'd hate to leave.

James appears a bit less tense, possibly because the parents seem to be exerting less pressure upon him since his grades have improved.

FIGURE II (Cont.)

EXAMPLE OF COUNSELOR INTERVIEW

Report Number II

January, 1968

John Smith is a good-looking boy who transferred from St. Marcus to our special class. He likes it in the room and feels comfortable with the students there. He seems to get along with his peers in regular classes, too.

John isn't interested in any particular subject. He did like art and the swimming in phy. ed. He participates in no school activities and "just plays around", he said, after school hours. He had to struggle to earn a D in music which is a subject he didn't like. He is a borderline achiever in all content areas.

John is always pleasant though apathetic. He is one of ten children in a culturally and educationally deprived home.

May, 1968

There seems to be regression here rather than progress. John's attitude is one of disinterest and boredom. He is being rejected by his peers now because of his foolish comments, lack of group participation and teasing. His work is also suffering, except in math. John feels his poorest performance is in social studies.

He isn't too concerned about his work or his peer relationship.

OBSERVATIONS OF THE TWO PROGRAMS

The two programs evaluated here were different in many ways, and yet had many similarities. They were different because the SPEED Program operated within the framework of the school building, and the Development Center did not. The SPEED Program also worked only with seventh grade students while the Development Center had mostly ninth grade students. The SPEED Program kept basically to the school curriculum with intensified instruction where each student needed it. The Development Center, while staying within the framework of normal subjects, really created its own curriculum.

The two programs were alike because the basic purpose of both was to help students who are not fitting into the regular school program. All of the students in both programs were identified as possible school dropouts. Both programs tried to build basic education skills, and they both involved some individual instruction.

Because the two programs attempted to help the same types of students, and because of the contrasts between the two, it is possible to make some comparisons, cull out the best techniques, and use them in a program for succeeding years. One observation from the SPEED Program, that it is felt has merit, is to work primarily with seventh grade students. It is difficult to place a priority on helping students, however, younger students seem to respond to special programing and individual attention better than do older students. There will probably be some eighth and ninth grade students in the Development Center class during the 1968-69 school year, but the emphasis will be on seventh grade students.

The SPEED Program showed that there are some advantages to operating within the school building. There are more resources with the school library and a number of teachers. Also, communication among the many teachers a student has was easier.

The Development Center operating away from the school, while possessing some drawbacks, did have some advantages. It did have more flexibility because it was not hampered by the administrative procedure, so necessary in a school. It was not difficult at all to split up the group, and to send some of them to another room to get separate instruction. There is also something to be said for variety for these students. To get away from the school building is something different, and the change in atmosphere, for these students, seems to be beneficial.

All things considered, it would probably be more advisable to operate the Development Center in the school building. However, considering increased enrollments and lack of space, it will be necessary to again operate the Development Center in another facility. This should not be a serious disadvantage to the program.

JUNIOR HIGH TUTORING SERVICE

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JUNIOR HIGH TUTORING

The title of this project is somewhat misleading because the major activity was not designed to be academic type tutoring between a teacher and a student. While there was some of this academic type tutoring, the majority of the activities were in areas such as music, art, home economics, physical education, and industrial arts with a ratio of one teacher for five to eight students. Individual attention was given to these students and they were in effect tutored in these areas.

The primary objective of this project was to provide culturally and socially broadening experiences to students who have not had the opportunity to do this on their own. These are students who have been deprived in such a way that they have always been observers and not participants in the total educational program. These students show non-assertive behavior and a lack of awareness of opportunity. While most of them do not drop out of school, neither do they reach their potential. Many of these young people do have potential for success, but do not have the wherewithal to get ahead. This project was designed to help rural students who have been recent transfers to the city school and who have had a very limited number of experiences. They have attended rural one room public or small parochial schools for grades one through six or one through eight. Upon transfering to the city public school, they have been tied to their bus schedule and have not been able to participate in the school activities as other students have. Even if this had not been so, it is very questionable if most of these young people would have taken advantage of extra curricular activities.

PROCEDURES OF THE PROGRAM

Students of the kind described above were identified by teachers and counselors. It was decided that fifty students from North Junior High School, and fifty students from South Junior High School could be comfortably accommodated in the program. These students were called to the counselors offices in small groups and informed that they could participate in activities after school once each week, and that they would be taken by bus home following the activity. The groups were then divided in half, one meeting on Tuesdays and the other on Thursdays. Having the activities on two afternoons made the groups smaller, allowed the full use of limited facilities, and provided a more efficient bus schedule.

The students were given a letter to take home to their parents, which explained the program. Included was a parent permission slip which was to be returned to the child's counselor. A copy of the letter is shown on the following page as Figure I. In several cases parents were also called to communicate the idea of the program, and many parents also called to request information. None of the parents refused permission for their children to participate. In a few cases where there was more than one child from a family, they had to alternate turns because of farm chores that had to be done. There were several farm families who had to double up on daily chores when the child stayed after school which provided at least some inconvenience for them. That these families would allow their children to stay after school

FIGURE I

LETTER TO PARENTS

Dear Parents:

South Junior High School is going to have an After-School-Program for students who have been unable to attend functions after school hours. We feel that students who want to get into some school activities should have the opportunity. School activities have been designed to help students grow in areas other than academic. These extra activities should be considered part of the school program, and we consider them to be very important in child development.

Some of the activities being considered are music lessons, such as piano and band instruments; industrial arts activities; home economics activities; art lessons; athletic weight lifting; general recreation; and individual tutoring if a child need help with a specific subject.

All programs will be properly supervised by a qualified teacher. The activity will start at 3:30 PM and will last until 5:00 PM. This program will be one day a week. Bus transportation will be provided if your child participates, and there is no cost to parents or children.

This program is being started on a trial basis. We have found out that students who are in school activities have been able to benefit more from the total school program. We hope your child will be able to attend.

Please fill out the bottom of this form and have your child return it to his Counselor. If you have any questions, please call your child's Counselor at 251-1322.

Sincerely,

Signed by the Counselors

I DO_____ DO NOT_____ want my child to participate in this program.

CHILD'S NAME: ______________________

PARENT'S SIGNATURE: ______________________

is viewed as a very good sign. It is a continuation of a closer relationship between rural families and city schools which was started so effectively under another Title III project - The Orientation and Placement of Culturally, Economically, and Educationally Deprived Children of Junior High Age.

ACTIVITIES

The following is a list of the activities and a description of them:

Music

Five guitars were purchased for each school. The guitar is a very popular and "in" instrument. Students were given lessons in groups of one to three and were allowed to take the instruments home overnight and on week ends to practice. Learning to play an instrument is hard work and some of the students lost interest after several weeks. The students who found success easily continued and became fairly proficient at playing.

Piano lessons were also given in small groups. Because of the availability on only one piano, students did some practice time on simulated keys drawn on paper. So eager was one girl, who did not have a piano at home, that she practiced a half an hour a day on simulated keys at her kitchen table. Her progress at playing and reading notes was remarkable. This was a girl who has had an extremely difficult time in school and, although she had been given two years of remedial reading, had made very little progress. After the special attention with the piano, the note reading, and learning to play elementary tunes, she began to show more enthusiasm in school. The remedial reading teacher indicated that she was working harder than ever and was beginning to show real progress in reading. This change, amazingly, took place over a period of only four weeks.

Home Economics

This activity was not only one of a broadening experience as the music was, but in addition, was very practical. These girls were able to select an article of clothing to make, choose the fabric in a local store, which was something most of them had never done, and then make a garment they could wear. All of these girls needed additional clothing. There were also some "round table" discussions with the home economics teacher about proper dress, manners, and personal hygiene. They discussed and demonstrated how to properly set and decorate a table. On their last meeting the girls cooked and served a full course meal.

Physical Education

Most of these boys and girls, though physically strong and healthy, are very awkward when it comes to athletics. Activities that would improve coordination and teach the give and take of group activities were provided. Basketball, badminton,gymnastics, weight lifting, softball, wrestling, and swimming were the activities in which the students participated. Swimming lessons were given to students who couldn't swim by Red Cross certified instructors. It is impossible to say how many athletes were produced in this program, perhaps none. But they did get a chance to participate outside of the physical education classroom under the supervision of instructors who could give them individual attention.

Industrial Arts

Some of these boys are quite handy since they have had to help fix farm machinery and other things around their rural homes. They enjoyed the opportunity to be able to make tables and wall plaques to decorate their homes. They also made recreational things such as model cars, boats, and planes.

Art

The students in art did more work with clay and pottery than anything else. They enjoyed art especially well because they could make a cup or vase in an hour. To be able to start something and finish it in the same day was a very reinforcing experience for these students. They were also able to place their articles in a kiln and later take it home to decorate kitchens and living rooms. They were very proud of what they had done.

EVALUATION

This project was designed to be a service to underprivileged children. It was not expected that there would be any drastic change in academic achievement or improved basic education skills. As was stated earlier, the emphasis was on providing broadening experiences and hopefully that the students would become more a part of the social and educational community. There was, as a result, no attempt to have a control group or to keep track of academic achievement.

It is difficult to communicate the kind of enthusiasm that the students had for this program. Over eighty percent of them had never stayed after school for an activity before. It was something new and exciting for them. One indication of how they felt about it was that word of the program spread very rapidly to other students. More and more of the type of student we were looking for came in on their own to request getting into the program. The number of students in the program consequently swelled to one hundred seventy-five. Teachers were added to accommodate the increased numbers so the groups would remain small.

On the last day of the program the students were asked to fill out an evaluation form so that we would have some reaction to the program other than our observations. Of the one hundred seventy-five students in the program, one hundred twenty completed an evaluation form. A copy of the evaluation form is shown on page 8 , as Figure II, and is summarized on page 9, as Table I.

Item two in Table I, shows that the activities the students chose the most were home economics, physical education and recreation, and industrial arts. Some of these students were in more than one activity.

FIGURE II

Student Evaluation
of
After School Program

We would like to know how you feel about the After School Program. Please answer these questions as accurately and as honestly as you can. Please express your real feelings. Do not sign your name.

1. What day were you in the activity? Tuesday______ Thursday______.

2. What activity were you in? If more than one, name them: ____________,

________________, ________________.

3. Before this program started did you ever stay after school for an activity?

Yes_____ No_____. If you have stayed before, how many times do you think

you have? once______, 1 to 5 times_____, 6 to 10 times______, 11 to 20 times

______, more than 20 times_______.

4. What grade are you in? 7____ 8_____ 9_____.

5. Would you say that you: liked this program very much______, it was OK______,

or, you did not like it_____.

6. What did your parents think of the program? liked it______, thought it was

OK_____, or did not like it_____.

7. Did you get a chance to know any new students because of this program?

Yes___ No____.

8. Did you get to know any teacher better? Yes____ No____.

9. Do you feel any better about school after being in this program? Yes___ No____.

10. Please say anything about what this program has meant to you.

____

TABLE I

Summary of Student Evaluation

1. Day in the program: Tuesday - 69 Thursday - 51

2. Activity:
   Piano - 7
   Guitar - 12
   Home Economics - 33
   Physical Education and Recreation - 35
   Industrial Arts - 29
   Swimming - 10
   Wrestling - 1

3. Had you ever stayed after school before? Yes: 16, No: 98.

   One time: 2, 1-5 times: 5, 11-20 times: 2, more than 20 times: 11.

4. Grade: 7th 48, 8th 38, 9th 34.

5. Liked it very much 97, it was OK 23, didn't like it 0.

6. Parents liked it 95, thought it was OK 24, didn't like it 1.

7. Get a chance to know new students? Yes 99, No 21.

8. Get to know a teacher better? Yes 104, No 16.

9. Feel any better about school? Yes 86, No 34.

10. Please say anything about what this program meant to you.

    All comments are shown on pages 13-16.

Item three shows that eighty-four percent of the students had never stayed after school for an activity before. This, again, was one of the primary purposes of the program: to get students involved in school activities and provide experiences they have never had before. For the vast majority of these students, this was a first.

Item five shows that the students were in favor of the activities. None of the students filling out the evaluation form indicated they didn't like the program. Similarly, in item six the students gave a favorable reponse in regards to the parents feelings. Only one student felt that his parents did not like the program.

The response to question seven shows that seventy-nine percent had an opportunity to have more school friends. Question eight shows that eighty-five percent were able to get to know a teacher better. There is some feedback from teachers on this item. They report that some of these students have come in to say good morning to them and have asked for help in school work since this program began.

Item ten shows that sixty-one percent of the students felt better about school because of the program. This is a subjective response, but it does seem to reflect the feeling these students have about school since the start of the program.

The written responses to item ten are shown on pages 13-16 as Figure III. They reflect perhaps better than anything else what these activities have meant to the participants. Many of the students have unknowingly paraphrased the objectives of the program in their remarks.

CONCLUSION

The evaluation of a program of this type is rather subjective and hard to pin down. This kind of service program to students has long-term goals. We are trying to provide students with an opportunity to take advantage of their own talents. The kinds of activities made available were to give them a chance to express themselves verbally and emotionally. Many students established warm relationships with teachers and students, and there has been some indication from the questionaire that it was an enjoyable and reinforcing experience for them.

The faculty members and project director feel this first year has been successful. Going through this for one year has also provided some insight into the problems of these students, and how the succeeding years activities can be improved. One improvement will be greater parental involvement. It would be impractical to visit every home since there are so many, but teachers and counselors can visit selected homes when this is needed. Also, there will be an evening set aside when parents can come to the school and observe their child working at his activity. Parents will be encouraged to participate also. We think it will be an excellent experience for parents to make a piece of pottery, take a guitar lesson, or work in a shop with their child. Perhaps through a series of confrontations of this type these parents will begin doing things with their children and provide experiences which so many other parents take for granted.

There will also be a greater number of activities available. Now that these students have been exposed to some basic experiences, there should be some additional and more far reaching ones. Examples would be field trips to art museums, state capitol, and live theatre presentations. The activities so far have been only after school. They will be expanded to include school activities in the evening such as plays and athletic contests.

The other direction this project will take is an expansion of academic tutoring. If a student is having difficulty with a subject, a teacher will be available to give extra help after school. This is not to say that teachers are not available after hours as a regular part of the school program, because they are. However, these students have not been able to stay after school, and have not had the inclination or interest in getting help in the past. With the advent of this program, we are anticipating a greater interest in school and more motivation to get extra help.

FIGURE III

Students Written Reaction To The Program

Response To Question 10 - Page

PLEASE SAY ANYTHING ABOUT WHAT THIS PROGRAM HAS MEANT TO YOU:

-The chance to go swimming and other activities.

-It meant that I could stay after school once in awhile.

*-It was a lot of fun and you could get to know a lot of people.

-It was fun to cook but I didn't like the meetings before.

*-It shows the school has some concern for you.

-I enjoyed it, but I think if you do it again next year you should have more activities.

-It is fun and it keeps you out of trouble and you learn more.

-It has meant that you get to do more outside of school.

*-It gives me a chance to do something on my own.

-It gives me a chance to learn more things that I didn't know about.

-I like it very well, but I think it should start at the beginning of the school year.

-It meant that you could get a little better in other courses at school.

-It was something to occupy my time and it is really swell.

*-It was a chance to get to learn more skills after school that you don't have time to do in the day.

-It meant a lot because it gave me a chance to know everything better.

*-It has meant that you learned more on your subject and you get to know your teacher and meet new friends.

-It helped to get some extra work done.

-It is more pastime.

* These comments reflect the intent and purpose of the program.

Response To Question 10 Continued

*-I think it's real good. Normally I could not stay because I live too far away and I wouldn't get a way home. Thank you.

-It's great and I wish it would keep on going. To me it's money well spent.

-It meant a lot of fun for myself and my friends.

-I learned to sew better.

-I wish that we could have it longer.

*-It helped me to make more friends and to make me feel like I am more a part of this school and that I am in an activity that I enjoy.

-It meant that I had extra time to make things just as if I was behind or just making something for pleasure.

*-In Home Ec. I got a new dress made for myself, and I got a chance to get out of the house.

-It helped me to learn how to do things and know how to do them well.

*-It is a nice way to get more acquainted with things.

-It was a blast!

-I think it gave me something to do I like to do.

-It's given me something to do after school. Also to be in an after school activity and a way to get home.

-I think it was a very good program, I can't stay after for any other program because I live so far away.

*-I think that this after school program helps you to learn something better in the day and after school.

-They should have basketball and some other ones.

-Something to do after school.

-I liked it very much. If we have it next year I would like to be in it. I hope it would start earlier.

* These comments reflect the intent and purpose of the program.

Response To Question 10 Continued

-I liked the program very much but I think it should have been started at the beginning of the year.

-Something to do after school that was fun.

-I liked all of it and I think we should have it next year. I really liked it.

* -I think it was a real good thing and I think you should definitely have it next year. It gives the kids who live farther out a chance to be in some school activity and makes you feel like your really a part of the school.

-Something enjoyable to do after school.

-I liked it very much.

* -A better chance to make friends and make clothes.

* -I thought it was good because it was different and those who took whatever they did they learned something and enjoyed it at the same time.

-I like it because it breaks up the monotonous school week.

-Gives a guy something to do.

-I think you should have more activities.

-I like swimming, but I also would like to lift weights.

-My parents like it because it gives me something to do after school.

-I think it should be continued, it was alot of fun in alot of ways.

* -I think that it is a time to enjoy yourself with your friends.

-It's fun.

-It's a fun program because you can join activities you like.

-It has been a lot of fun.

-It's meant being better physically fit.

* These comments reflect the intent and purpose of the program.

Response To Question 10 Continued

-This program is fun to be in.
I really like it.
I met new friends.
It's very fun.

*-Has taught me how to sew better and how to play some pieces of music.

*-I became much more interested in art and music because of this after school program.

-It is a nice activity except I feel more people should be in it.

*-This program has meant meeting new students and it was fun.

*-It makes you feel like part of the school.

*-It makes you fit in a little bit better.

-It was OK, I enjoyed it.

* These comments reflect the intent and purpose of the program.

The Orientation and Placement of
Culturally, Economically, and
Educationally Deprived Children of
Junior High Age Through A
Comprehensive Readiness Program

PREFACE

The evaluation of the programs in this report is the junior high phase of a Title III grant titled, A Multiphasic Program For Assimilating Variant and Rural Youth Into An Urban Educational Setting.

The programs are operated in two junior high schools in St. Cloud, Minnesota, with each school having an enrollment of 1,150 students.

SUMMARY

From June 1, to August 1, 1968, an operational grant for a junior high orientation program was carried out for 238 students coming from eighteen rural public and parochial schools and entering two public junior high schools in St. Cloud, Minnesota. This was the third year of the project, the first year being a planning grant, and the second being the operational grant. The operational grant has been carried out in essentially the same way as the planning grant. There have been some changes in the detail which has strengthened the operational project.

The major purpose of the project is to ease the transition for non-resident students and their families faced with the problem of transferring from ungraded and one-room elementary schools to large city schools. It is felt a program of this type was needed because of low levels of basic educational skills, lack of knowledge of large city schools by parents and children, and a very minimal amount of participation in the educational community by these transferring students and their parents.

The orientation program was designed to ease this transition through a series of contacts between the school and the home. There were five phases in this process. Phase one identified all students graduating from rural elementary schools. Phase two identified the students who were having academic difficulties by giving students achievement tests and intelligence tests. Phase three involved two personal contacts with the parents of the students. The first contact was made in the home with the family. The

second contact was made in school by having several parents from the same geographic area tour the school facilities. Phase four was a week long orientation program for the students in the school they were to attend. This included familiarization of the facilities, meeting teachers, a library and how to study unit, recreation, and group guidance. Phase five was an evaluation of the entire project by students, parents, teachers, and counselors.

Of the 213 students surveyed, 210 indicated they felt it was a good idea, 208 indicated it was helpful to them, 193 indicated they felt more at ease about coming to a large city school. Of the 119 parents re-returning questionnaires, all of them indicated it was a good idea, also, all of them indicated it would be easier to make contact with the school because of the program, and 118 felt it should be continued next year.

After the first two years this program was in operation, a detailed evaluation was completed which included a narrative of the reasons for the project, examples of the types of letters and forms used, specific information about each of the five phases, and considerable other information about the project.

The 1968 program was carried out essentially the same as the 1966 and 1967 programs. It is, therefore, not necessary to describe in detail all phases of the program. If the reader wishes to have more knowledge of the project, please refer to the 1966 and 1967 reports. Copies of these reports may be obtained from the project director in the St. Cloud, Minnesota Public Schools.

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The number of students who were involved in the 1968 orientation program was slightly lower than in 1967. The major reason was school consolidation. Some school districts, who previously sent students to St. Cloud, consolidated with other districts. A comparison of the number of families and students served for 1967 and 1968 is shown below in Table I.

TABLE I

Number of Families Visited and Students
Served in 1967 and 1968

	North Junior High School		South Junior High School		TOTAL	
	1967	1968	1967	1968	1967	1968
Families Visited	141	113	107	98	248	211
Students Served	156	120	114	118	270	238

Student Attendance

Student attendance during the five day orientation week was, as it has been for two previous years, very high. During the 1967 orientation week the average attendance for the five days was 87 per cent. Table II, on the following page, shows that the 1968 attendance for the week was 93.6 per cent. Table II also shows that Monday of the orientation week had the highest attendance, and Friday the lowest. This was also true of the two previous years of the program.

TABLE II

Student Attendance During The Orientation Week

Days of Week	Percent In Attendance
Monday	95%
Tuesday	95%
Wednesday	93%
Thursday	93%
Friday	92%
AVERAGE For The Week:	93.6%

Student Evaluation of Phase IV

On the last day of orientation week, the students were asked to fill out an evaluation form expressing their feelings on the week of activities. This was called the "Pre" evaluation. After one and one half months of school, the students were again asked to evaluate their experiences in Phase IV by filling out another evaluation form. This was called the "Post" evaluation. In both students evaluation, the students were not required to put their name on the form, and they were left unsupervised with ample time to complete the form.

The results of the student evaluations are shown in Table III on pages 4-5. Two hundred and nine students filled out the pre-evaluation form, and 213 students filled out the post-evaluation. The difference in the numbers is due to student absences on the last day of the orientation week for the pre-evaluation, and during the regular school session for the post-evaluation. No attempt was made to keep track of the names of the students who didn't fill out the form.

It can be seen from Table III that the overwhelming majority of students felt the week was of value to them. For example, more than 99% of the students felt it was of value to them in the pre-evaluation and more than 98% of the students in the post-evaluation felt it was of value to them. It should also be noted that the pattern for the pre- and post-evaluations was very much the same. The students felt pretty much the same about Phase IV after six weeks in school as they did at the end of the orientation week.

The written responses to question eight are shown in Appendixes A and B for students who attended the orientation week at South Junior High.

Parent's Evaluation

Following Phase IV and after the parents had visited the school their child would attend in the fall term, evaluation forms were mailed to all of the parents who had children transferring to city schools. The results of the parents evaluation are shown in Tables IV and V on pages 7 and 8.

There were two parts to the parent's evaluation. Table IV was an overall evaluation of the Orientation Program. It was sent to all of the

TABLE III

STUDENT EVALUATION OF THE ORIENTATION PROGRAM AT THE END OF THE ORIENTATION WEEK (PRE) AND ONE AND ONE-HALF MONTHS AFTER THE BEGINNING OF SCHOOL (POST)

QUESTION	PRE		POST	
	YES	NO	YES	NO
1. This is the third year of having an orientation program. Do you think it is a good idea?	207	2	210	3
2. Did (Do) you feel any more at ease about coming to school this fall after having been here during the Orientation Program?	213	6	193	20
3. Do you think the Orientation Program was helpful to you?	208	1	208	5
4. Are you glad that you came to school for the Orientation week?	204	5	204	7
5. Do you think the new students next year should have an Orientation Program like the one you had?	206	3	206	7

(Continued on next page)

TABLE III - Continued

	NUMBER OF TIMES ITEMS CHECKED	
	PRE	POST
6. If the Orientation Program has been helpful to you, check those items that have been the most help:		
a. Knowing the library	152	106
b. Getting help with how to study	89	78
c. Getting familiar with the building	184	204
d. Meeting new teachers and students	161	163
e. Knowing about modular scheduling	190	199
7. Do you feel we should leave something out next year?		
a. Library unit	13	25
b. Study unit	21	28
c. Tour of building	7	5
d. Recreation	4	3
e. Meeting with counselors	1	6
f. Anything else	4	3
8. Write here anything you have to say about the Orientation Week*		

*These comments are summarized in Appendixes A and B.

211 families who were visited by the counselors. One hundred twenty of the 211, or 57 percent, returned the questionnaire. Of the 120, all of them felt the program should be continued. It can also be seen by Table V that the parents were overwhelmingly pleased with all aspects of the summer program. The results were actually more favorable than the previous year.

Table V represents the feelings of the parents who visited the school. All of these parents felt the school tour helped them to have a better understanding of the school and felt it was worthwhile. In item three, 42 of the 47 parents responding felt they would not change anything in the school tour. Again, the parents indicated that they overwhelmingly approve of the way the school communicated with them and their children. The first impression of the school is very important. Written responses to question five in Table IV, and question four in Table V, are shown in Appendixes C and D, respectively.

School Contacts During The Orientation Program

During the period of time the third year was in operation, several contacts were made with the parents. While the two primary ones were face-to-face meetings in the home and in the school, the parents had other opportunities to get to know the school counselors. It is felt that the number of contacts the counselors had with the parents was important since when

TABLE IV

PARENT'S EVALUATION OF SUMMER ORIENTATION PROGRAM

QUESTION	YES	NO
1. This is the third year of having an orientation program. Do you think it is a good idea?	120	0
2. Do you feel you know any more about your child's school program for next year because of this program?	120	0
3. Do you feel it will be easier to make contact with the school because of this program?	119	1
4. In your opinion, should this program be continued next year?	118	0

	NUMBER INDICATING
*5. Please write here anything you have to say about this orientation program.	65
6. Is there a part of the program you feel did not go smoothly? Please indicate below.	
a. The home visits	0
b. School orientation week for the students	0
c. Bus transportation	0
d. Anything else you feel did not go smoothly	1
e. Everything went smoothly	105

* These comments are summarized in Appendix C

TABLE V

PARENT'S EVALUATION OF THE SCHOOL VISITATION

QUESTION	YES	NO
1. Do you feel going through the school has given you a better understanding of the school?	47	0
2. Do you feel it was worthwhile to visit the school?	47	0

	NUMBER INDICATING
3. Would you change anything in the tour?	
a. Make it longer	2
b. Make it shorter	1
c. Have it earlier in the summer	0
d. See more rooms	2
e. Anything else you would change	0
f. Wouldn't change anything	42
*4. Please write here anything you have to say about your school visit	34

* These comments are summarized in Appendix D

a child is having difficulty in school, the counselor is oftentimes used as a liaison with teachers, students, and parents. It was important, then, to make the counselor known to the parents through several different contacts. Table VI shows the number and type of communication the counselors had with the parents of transferring students.

A follow-up letter was sent to parents which was not sent after the planning grant was completed. The purpose of this letter was to keep some contact with all parents, and to encourage them to call the school if they needed help.

TABLE VI

Type of Contact	Number of Contacts
Telephone	3
Letter	4
Personal	2*
TOTAL CONTACTS:	9

*100% of the parents had one personal face-to-face meeting with a school counselor, and 54% had a second meeting with a school counselor.

Conclusions

The results of the past three years of the Summer Orientation Program have been very favorable. Perhaps the best testimony to this are the remarks of students and parents shown in Appendixes A, B, C, and D in this report, and the two previous reports.

Just a few of the accomplishments of the program are listed below:

1. Early identification of students who need a variety of special education help.
2. Development of a better understanding of rural education and social problems for teachers, counselors, and administrators.
3. Early identification of educational deficiencies.
4. Students feel more comfortable about school and have made better school adjustment.
5. Parents have a better understanding of the school and have contacted the school in much larger numbers when problems arise.
6. The rural families and the city schools have been brought closer together.

In the introduction to this report, it was noted that consolidation of rural schools with larger schools has made a change in the Orientation Program. Some districts who previously sent students to secondary schools in St. Cloud, no longer do so. This has made a slight reduction in students. Also, students who have been disadvantaged by very small rural schools will soon be able to take advantage of the expanded city school program. Hopefully, this will reduce the number and kind of school difficulties. Still, the students who will be transferring to secondary schools located in the city, will be coming from schools, although modern, which are located in rural areas. Because of the economic, cultural, and educational lags in many of the rural homes, the problems of these students will continue for some time to come. It is anticipated that a program similar in purposes and implementation to the Orientation Program will continue to be necessary.

Projection

Since the number of rural students is decreasing slightly, it will be possible in succeeding years to offer these kinds of services to city families who have educational and social adjustments to school. There is a large number of students transferring from public and parochial schools who have not adjusted to school. These students and their families need the special kinds of support and help during this transition period which the Orientation Program, with some modifications, can give.

The 1969 Summer Orientation Program will include special ways of identifying and diagnosing educational difficulties of transferring city youth.

APPENDIX A

Pre-Evaluation

RESPONSE TO QUESTION 8
ORIENTATION WEEK - 1968
South Junior High

Question 8: Write here anything you have to say about this past week.

I think this past week has been a very informing time. I've had a lot of fun meeting everbody.

A "OK".

It was challenging and yet exciting.

It's been fun and a good help.

It was fun and I learned alot that will help me next year.

It was a lot of fun.

I enjoyed learning about the school and its teachers plus many new friends.

I had a BLAST!

It was fun!!

I've enjoyed it very much and it was helpful to me.

I think this school i've ever been to.

It has been fun in learning some places around that I didn't know before.

It has been very helpful to me and I think that it is a privelage to come and have help in knowing the building and teachers.

this past week I have learnt somethings about a shcool that I never knew before I do thing I will need a little help getting on whit the new modular time.

Its ben fun

It was fun and helpful. I glad to come here in the fall.

I enjoyed it very much and I'm glad South has the many things it does and I like school very much

APPENDIX A

Pre-Evaluation

Cont.

I enjoyed every bit of it and I feel more sure of the building and I really learned a lot this past week. I got to meet new friends and even got pleasure out of this orientation.

It was a helpful week and it helped me very much.

This past week has been fun for me. I feel now that Im won't be so unfamiliar to the students, teacher & school. I loke the module scheduling you are planning for us. this fall, it makes me feel that I have been given a great responsibility.

It occupied my afternoons. Gave me a chance to meet new children

It helped me a lot, thanks.

We learned about the building and learned how to use the library.

It has been a very interesting and helpful week

It was fun and a lot of excitment.

It has been educational and the teachers, counselors, etc., have tried to help us as much as possible. The room numbers are difficult but we have a chance to be somewhat on your own. The counselors have been the best part of the orientation. Becuase you know that you have somebody to talk to freely and at will

I have learned alot about the library unit.

It was fun work and injoyable.

It was very useful. I will be more at ease next fall

I will help us in the Fall.

I liked it because it gives us a better idea what it is like here. And I learned some new things.

APPENDIX A

Pre-Evaluation

Cont.

I think this week was pretty important. The unit on the Library was very good.

It will make it easier for me this fall.

I like this week because I get out of work.

I had a lot of fun every day was a little bit different. I learned about modular studing and it sounds like fun at least it won't be the same old dul rootean every single day.

I don't know where I'd be next fall without all the information I learned. It was a lot of fun but we learned everything necessary. I was greatly impressed by the school itself and the fine people and teachers I met.

It has been interesting week. I whish it could be easier.

I met new friends, the counselors and some teachers which will later help a lot

I enjoyed it and it helped me alot.

This week has been a joyfull one for me. This week helped me wash out my fears of a big school.

It was alot of fun and alot of help.

It's been fun! I wish I could come again next year. But as they say, "Tuff Luck Charlie."

That it would help anyone who never went to south to know where things are.

the school is O.K.

I think it has been a good help and I certainly think they should have it next year.

APPENDIX A

Pre-Evaluation

Cont.

It has been fun and a lot of learning for me. It has been fun play all the games.

it was nice to meet new people & it is a nice school

It was good to learn about South before we go to it next year. (Especially with the new modular schedule)

I am very glad that I came to the orientation program and learn new things

It was great!!

Its been very exciting.

It may not have been the most fun but at least we learned something about the school and the teachers

I realy injoyed every thing and if I go to another scool I hope we have it just as nice there as here and just as good of a meeting to.

Its fun

I got new friends.

It was fun swimming have pop. funding rooms, play pingpon. getting to play around sometime, opening locks.

I met more friends.

it was a good and I am glad I came.

I think that this week was most helpful in explaining modular scheduling

I had fun and hope that this fall I have just as much fun. I hope that next year the student's have the same teachers I did because they were very kind & helpful.

I thought it was very fun and I know more things than when I came into Junior High.

APPENDIX A

Pre-Evaluation

Cont.

The gym is about the best liked thing in the school and it has been fun for me.

It was helpful to me and also fun

It was very helpful. If I hadn't come this week I think next year I'd almost give up. I now understand mod. schedule.

The swimming was lots of fun only I wish we could have gone every day. It would have better if we could have put our belongings someplace.

I liked the swimming pool

It was a lot of fun meeting some of the students and counselors.

It helped me a lot to get to know more about the school and it's methods.

that it helped me learn more about the school

It will help me to find my rooms.

It was helpful with knowing the building and meet new friends.

It's been nice meeting the teachers, and kids. I think I'll like it.

I has been very helpful and fun

I enjoyed it.

I enjoyed this week because it has been very helpful to me.

It's been enjoying. I learned more knew friends. The are easier. I know the teachers. It's been nice meeting you.

I think this past week has been helpful and fun.

Thanks to the counselors I wouldn't know what to do this week.

It was hot but fun.

APPENDIX B

Post Evaluation

RESPONSE TO QUESTION 8
South Junior High

Question 8: Write here anything you have to say about the orientation week this summer.

It could be a little more organized.

I think it was a good idea.

I think if you could make the orientation week a little onger. Otherwise it was real nice.

It was helpful to me.

It was very helpful.

It helped along considerably.

I had fun and I met a lot of teachers

It was very good week.

I think its the best thing to do for the children just starting this school.

I just think you should continue it for the next summer.

I think it was a good idea. I think all new students who come to the orientation will get a lot out of it.

I think it was a good idea. I think it should be longer next year.

You shouldn't have the library and study unit cause they are boring.

It was fun.

It was fun and I like it very much because you got to know the school and the teachers and students.

I was scared.

Meeting kids was fun.

They shouldn't be forced to go to the recreation. We should be able to goof around more.

APPENDIX B

Post Evaluation

Cont.

It's a good idea because it would really be a mess if everyone came to school the first day in fall and didn't know what was going on.

I thought it was good because I got to see and do things that I didn't know about before.

I think it should be shorter just have toures of building and recreation. I thought the treasure hunt was good in learning wear the rooms are.

I think they should have it again next summer for new students coming into the school, because the first day would have been really tough to find my way around.

It was boring

It was good

It was a blaste

I liked the swimming the best

it was fun

I thought the tour of the building was very helpful and when they explained how the rooms were numbered.

I didn't like it that much.

It help show us how to go about the school

how to get around

I liked it and I thought it helped me alot. I liked recreation because it helped me not to be so nervous.

It was helpful in many ways and I'm glad I came. I think you should have it next year.

It was helpful

It was quite interesting

APPENDIX B

Post Evaluation

Cont.

Well, like I said I would have been lost without it. I think it mostly helped me to get to know the building.

It was a lot of fun, helpful more fun during school year with orientation

I think it was a great help to all those who participated in it. I think you should do it again next year.

It was very helpful, it was a lot of fun, I think it's a good program and should be kept up.

I think getting to know the building helped.

It was fun and I learned somethings about the library and learned more about modular scheduling.

It was alot of fun. We met some of the teachers and kids. Without it I think I'd have bee a big failure with modular scheduling. I also think the PHY Ed teachers should show the girls more about locker rooms and the whole thing.

I think I got to know the building, teachers, counselors, I also think there should be another orientation week this summer.

I really enjoyed it. I thought it was very useful to us knew students. We met some knew kids to help us get aquainted.

I think it helped me to know you, Mr. Olsen. It also helped me to learn more about the school--and meet new teachers and students.

I think it was very good for me and thank you very much I enjoy it.

It was good!

I thought it was fun and that we learned alot about the school.

I think it was a good thing we had it because most people wouldn't caught on the modular scheduling and building.

APPENDIX B

Post Evaluation

Cont.

I thought it was fun.

I think it was a lot of fun. Especially in meeting new friends, getting to know the school and learning about modular scheduling.

I think it was wonderful.

It was just perfect.

It was a good thing. I got to know the building a little better.

I am glad that they have a one week orientation at South. It helped very much.

It was very helpful and enjoyable.

It was lots of fun and I made lots of friends.

I think there should always be orientation.

I liked it and wish we could have it again next year.

I thought it was pretty good except it scared me when so many rules were thrown at me all at once.

I think it was a successful program.

A very good one do the same to every one who will com e to South Junior High.

It helps to know new students, teacher and a new surrding.

The oriention is a goo to the school because the children get to look it over.

The orientation gave you a better idea of what the school was like.

I liked it.

It was a good thing.

I liked it and it was very helpful.

It helped alot.

it was helpful

APPENDIX C

Parent's Evaluation of Summer Orientation Porgram

RESPONSE TO QUESTION 5
South Junior High

Question 5: Please write here anything you have to say about this orientation program.

I know it helped the children a great deal & will make the first days of school easier for them.

I think it saves valuable school time by having this thru the summer.

The student gets use to the school, room, etc.

I think it is a wonderful thing for the new students, as I had two now that could go for that where one of the other ones had a hard time getting started there. But my last one started this year but I still think it a good idea.

Even though we were unable to visit the school our daughter thinks it helped her a lot.

I think it is a very good idea. Its easier for the student to start school when they know their way to the class rooms before the classes begin. I think they will be more at ease when they start school. Gives them an idea what to expect. As its quite a change for most of them. I know it would make it much easier for me if I were to start school.

We felt it was just to much for Brad. As he also had summer school Math & Reading & it was to much, hrs. and time in a school. He almost was dead by the end. I also felt the summer school program was to long a grind & could have ended on the 4th weekend. Toward the end of the summer school program they felt it was a real grind and many others felt the same. With leaving Clear Lake at 7:00 AM & not getting home till about 4:30 PM it was just to much (and during a summer vacation) between summer school and the orientation program. The program is good but with summer school at the same time it's just to hard on the kids.

The teachers were most friendly & most helpful & informative.

We think it's wonderful, especially for the students who live out of St. Cloud and have no idea what a large school is like. Our boys are really looking forward to school this fall.

APPENDIX C

Parent's Evaluation

Cont.

Should be continued every year without question!!

There should maybe be a little more mixing of the children when they are there. Our daughter was the only one coming from her grade and did not know any of the other children. He is shy and spent the most the the four days by herself. Where if there would have been some kind of mixer games where they would have to split from the ones they knew it would make it easier for a gal like mine to talk to others.

I feel this program should not be any less than a week to be of full value.

Very instresting for the children to interview the school before school starts. And the modular scheduling is very different and interesting.

Our daughter enjoy the four days very much I think now she feel more secure in going to a different school.

We think it gives the child a head start for the fall.

Sure is nice to go to South and have some one know you so you don't feel strange.

I think it is a very good program, as it helps the children that come from a small comunity or school become acquainted to the surrondings of a larger school before they actually have to plugh right into the work of school. Thank you for helping our daughter she enjoys it thoughely.

It was an enjoyable several hrs. we spent. Should we need to visit your school for any reason concerning the childs school program, we will have some idea as to where to go to get in touch, as it is a large school. It was a pleasant surprise to be greeted at the entrance door by someone who wasn't a complete stranger and was a great morale booster.

Our son attended summer school at South so possibly the program wasn't quite as necessary for him, but I still feel it was of value.

My daughter was very uneasy about starting in a new school but since the orientation program has been much more satisfied. Thank you.

Very helpful.

APPENDIX D

Parent's Evaluation of Summer Orientation Program

RESPONSE TO QUESTION 4
South Junior High

Question 4: Please write here anything you have to say about your school visit.

Was enjoyed very much.

Thank you for the tour of the school.

I enjoyed it very much. I will now know what they are talking about if they tell of things or rooms of the South High School. The Little Theater was very interesting all so the shop & Home Ec. Rooms. The swimming pool & in fact all the rooms were very interesting to visit. Makes one feel better to know some of the teachers that you can talk to if the time comes that one feels the need to. I'm glad to have had the chance to tour the school with you both. Thank you very much.

It was very helpful & interesting.

I enjoyed the tour of the school and the chance to visit with the counselors.

I enjoyed it very much as I had not seen the school before. I think it should be continued next year.

It think for the outlying area that if it would start at 8 or 8:15 it would make it a lot easier.

It was very interesting to know a little about whats going on and how things are run. We enjoyed it very much & the lunch was delicious. Thank you.

This was my second tour of the school but it was much more interesting in a small group.

The only thing the wife and I would like to see changed in the future would be that the boys all wear trunks when going swiming. We feel that everyone is entitled to some modesty, in our world of modern age. Otherwise you folks have a fine school & a fine program.

We want to thank each of the counselors for the time and effort it took to guide the tour. In our book your scheduled tour was a success, otherwise we might have never been able to have reason to get acquainted with your school. Thank you again for all your efforts. We enjoyed meeting you and seeing part of your school.